

**LORIS HIGH**  
301 Loris Lions Road  
Loris, South Carolina 29569

**GRADES** 9-12 High School

**ENROLLMENT** 734 Students

**PRINCIPAL** Boone Myrick 843-756-4041

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	4	7	7	3

#### IMPROVEMENT RATING:

#### EXCELLENT

#### ADEQUATE YEARLY PROGRESS:

#### N/A

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Excellent	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Excellent	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	63.8	62.7	67.7	57.2	54.0	53.6
<b>Passed 2 subtests</b>	21.5	18.0	21.0	18.7	20.6	21.1
<b>Passed 1 subtest</b>	9.4	12.7	8.1	13.7	14.6	15.3
<b>Passed no subtests</b>	5.4	6.7	3.2	10.4	10.7	9.7

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	129	95.3	137	8.0	153	70.6
<b>Gender</b>						
Male	53	90.6	57	5.3	69	60.9
Female	76	98.7	80	10.0	84	78.6
<b>Race or Ethnic Group</b>						
African American	56	91.1	62	0.0	72	59.7
Hispanic	1	I/S	1	I/S	1	I/S
White	72	98.6	74	14.9	80	80.0
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	12	91.7	20	0.0	27	14.8
Students without disabilities	117	95.7	117	9.4	126	82.5
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	1	I/S	137	8.0	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	0	N/A	0	N/A
Non-LEP	128	95.3	137	8.0	153	70.6
<b>Lunch Status</b>						
Subsidized meals	77	93.5	89	3.4	103	68.0
Full-pay meals	51	98.0	48	16.7	50	76.0

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	8.0	5.5
<b>Seniors who met the SAT requirement</b>	8.0	5.6
<b>Seniors who met the grade point average</b>	48.2	43.9

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 734)				
Retention rate	12.7%	Down from 19.9%	9.0%	7.3%
Attendance rate	95.1%	Up from 94.2%	95.5%	95.5%
Eligible for gifted and talented	10.0%	Up from 9.2%	4.1%	5.1%
With disabilities other than speech	20.3%	Down from 20.5%	13.3%	12.2%
Older than usual for grade	12.0%	Down from 16.1%	13.6%	10.1%
Suspended or expelled	2.5%	Up from 1.9%	2.3%	2.3%
Enrolled in AP/IB programs	7.8%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	4.3%	Up from 3.6%	3.1%	2.7%
Career/technology students in co-curricular organizations	15.4%	Down from 23.2%	2.2%	3.2%
Enrollment in career/technology center courses	309	Up from 215	319	433
Students participating in worked-based experiences	12.9%	Up from 0.5%	22.0%	26.3%
Career/technology students mastering core competencies	80.5%	Down from 86.5%	73.5%	74.9%
Career/technology completers placed	100.0%	I/S	98.1%	99.5%

Teachers (n= 53)				
Teachers with advanced degrees	43.4%	Down from 43.6%	41.4%	51.7%
Continuing contract teachers	73.6%	Up from 63.6%	75.0%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	82.0%	Up from 81.3%	82.0%	85.1%
Teacher attendance rate	96.1%	Up from 95.7%	95.4%	95.8%
Average teacher salary	\$39,389	Down 4.4%	\$38,033	\$40,303
Prof. development days/teacher	13.8 days	Up from 12.4 days	10.3 days	10.3 days

School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio	11.6 to 1	Down from 25.2 to 1	25.2 to 1	26.2 to 1
Prime instructional time	90.1%	Up from 89.2%	89.3%	90.1%
Dollars spent per pupil*	\$8,078	Up 6.9%	\$6,748	\$6,279
Percent spent on teacher salaries*	52.1%	Down from 52.6%	53.6%	57.8%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	90.2%	Up from 89.2%	85.6%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the 2002-2003 school year, Loris High School students showed improvements in academic achievement and excelled in extracurricular activities. Students in the class of 2003 were offered over two million dollars in scholarships. The FFA chapter received a National Two-Star rating, and the JROTC was named as an honor unit. Students engaged in a number of community-based service-learning projects and summer enrichment programs.

With input from district office staff and consultants, we updated the strategies in our academic improvement plan. We implemented programs that placed emphasis on identifying and addressing the academic needs of individual students. Students took yearlong courses in ninth- and tenth-grade English and math to provide ample time for them to master the standards in those courses and to prepare for the South Carolina Exit Examination and end-of-course tests. Teachers across the curriculum used focus lessons to introduce and reinforce standards. Teachers analyzed pretest and post-test results, along with benchmark test results, to identify the standards that students had mastered and those that they had not mastered. An administrator and teachers talked one-on-one with students about their academic performance based on their exit-examination and SAT/ACT pretest and post-test results, as well as their achievement goals. Students had the opportunity to participate in after-school tutorial and counseling programs and to utilize computer labs. Teachers and administrators participated in staff development sessions on strategies for teaching reading and writing across the curriculum and standards-based instruction and assessment.

We made progress meeting the performance goals in our five-year school renewal plan. The strategies in our improvement plan have had a positive impact on our students' academic performance. The average SAT score increased significantly. The percentage of first-attempt tenth-grade students passing the South Carolina Exit Examination increased in math and reading.

We face challenges in continuing to increase the percent of tenth-grade students who meet the standard on all three parts of the South Carolina Exit Examination on the first attempt, in increasing the number of students eligible for LIFE Scholarships, in reducing the number of ninth-grade repeaters, and in increasing student attendance. However, in focusing our time and energy on strategies for achieving positive results, we do anticipate continued improvement in student performance and achievement. The administration, faculty, and staff are committed to working collaboratively with parents and community members to ensure the academic success of all of our students.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

Boone Myrick, Principal

	Teachers	Students	Parents
Number of surveys returned	53	111	46
Percent satisfied with learning environment	86.8%	64.0%	82.2%
Percent satisfied with social and physical environment	90.6%	68.5%	62.8%
Percent satisfied with home-school relations	48.1%	80.7%	73.3%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.